

## **CHAPTER I**

### **INTRODUCTION**

Following the needs to gear out the information in this present study, chapter one will show some basic information required. This chapter presents background of the study, statement of the problem, purposes of the study, significance of the study, scope and limitation of the study, and the definition of key term.

#### **1.1 Research Background**

Considering the importance of English as widely spoken language, teaching English is not easy. Teaching English needs appropriate method by considering the condition of the students. Furthermore, it also needs a good preparation, especially for the teachers because unexpected condition may happen in the class. Teachers are facilitators who help the students to develop their English ability. So, they will face different kinds of the students with their different background. Besides being facilitators, teachers should be motivators for the students. They should motivate students to learn English and motivate them to do more English practices in order to improve their ability to master the language.

In the teaching and learning process, teachers and students are important. Teacher is one of the factors that determine the success of teaching process. To make a successful teaching process, the teachers need the curriculum as a teaching plan and guide. Curriculum is also important for teaching and learning process because it contains a set of plans and

arrangements regarding the purpose, content, and lesson material which can ease teachers and students.

The new curriculum applied in Indonesia is 2013 curriculum. By implementing this curriculum there will be many changes in education system such as textbook, new teaching approach and new assessment. Unfortunately, the employing of the 2013 curriculum is not followed by good socialization to the teachers. Many teachers are still confused about 2013 curriculum.

According to Government ordinance no. 70 year 2013, 2013 curriculum have the purposes to draw up Indonesians in order to be faithful, productive, creative, innovative and affective person who can give a contribution to the society. Based on Government Regulation no. 8 year 2016, textbooks are the major source of learning for achieving the basic competencies and core competencies. Learning process not only need a good interaction between teachers and students, but also needs the good materials. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Room, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard.

One of the learning materials is textbook. Textbook has important role in teaching and learning activity in classroom. For the teachers, textbook is as motivator and a guidance because they will obtain many inspirations after reading it. For the students, textbook can develop their interest in learning. According to Posner (2004:12), textbook is instructional materials used as the guide for classroom instruction.

Based on the statement above, it is expected that the textbooks give added significance for the students. By using the textbook, students can develop their character, behavior, self-confidence. So, the curriculum needs has already implemented to the textbook. It is a obligatory for all school level to use the textbook.

Based on the explanation above, “Practice Your English Competence” textbook published by Erlangga is chosen by the researcher. The researcher choose Erlangga because Erlangga is pioneer of publisher which publish education books begin from kindergarten until college and majority of the schools used books which are published by Erlangga. Erlangga publisher can rapidly develop because their marketing system is to fare well. In this case marketing of Erlangga well focused in every level of education begin at kindergarten until college, for example in elementary school they have marketing division only at elementary school, so they can focus on marketing in elementary school and so on.

There are some studies which are relevant with this study, such as a study which was conducted by Darayani (2010) about the features of English textbook at junior high school level. The finding of the study showed that the structure of textbook were consisted some characteristic, such as the textbook has well organization, textbook has relation with the purposes of teaching and learning activities, the design was made interestingly.

## **1.2 Research Problems.**

In line with the background of the study and the need to construct the inquiry of knowledge in this topic, the researcher formulates research questions. In this present study, there are four research question designed. These are:

1. What are the learning activities of reading in “Practice Your English Competence” textbook published by Erlangga?
2. What are the learning activities of writing in “Practice Your English Competence” textbook published by Erlangga?
3. What are the learning activities of speaking in “Practice Your English Competence” textbook published by Erlangga?

## **1.3 Research Objectives**

In line with the research question formulated in this present study, the researcher designs the purpose of the present study as:

1. To describe the learning activities of reading in “Practice Your English Competence” textbook published by Erlangga.
2. To describe the learning activities of writing in “Practice Your English Competence” textbook published by Erlangga.
3. To describe the learning activities of speaking in “Practice Your English Competence” textbook published by Erlangga.

#### **1.4 Research Significance**

In order to give the research knowledge in this present study, the researcher construct the following contribution. The researcher is desiderating this study to have theoretical and practical significance of the study. Theoretically, this present study will give an additional contribution to Junior High School teachers. They can find the result of this present study to give information about the match criteria of the book since it is obligatory to use textbook that has provided by the ministry of education.

Practically, the use of this study is also for the students and the researchers. It is desiderated that after reading this study, they can find the eligibility textbook to use. Last, for other researcher, it is expected to give information about the features of English book being used in school related to the new curriculum. It may also increase their understanding in the supporting knowledge in similar topics.

#### **1.5 Scope and Limitation**

The scope of this study is analysis of learning activity of reading, writing, and speaking in Junior High School English Textbook. The study is only limited to the second year of Junior High School published by Erlangga based on 2013 curriculum.

## 1.6 Definition of Key Terms

In order to avoid misunderstanding, the following definitions are given:

1. Learning activities : activity that consists of teacher and students in which teacher helps students to learn or understand something, explore their knowledge, and make the students become good learner. (Nation, 2010)
2. Textbook : textbook is instructional materials used as a guide for classroom instruction. (Posner, 2004)
3. Practice Your English Textbook : is textbook that arranged as systematic according to the kinds of text and in every discussion begins from in brief theory which can easily understand by the students. (Brown, 2010)